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ABSTRACT

Specific teaching techniques and examples for vocabulary development are presented in this paper. The categories presented for vocabulary development include "Etymological Approach," "Wide Reading," "Prepared Word List," "Word Derivation Method," "Contextual methods for Familiar Words," "Contextual Methods for Unfamiliar Words," "Theme Studies," "Content Class Strategy," "Teacher Teaming," "Dictionary Method," "Word Manipulation," "From Context and Class Development," "Finding Difference in Similar Words," and "Getting at the Common Element(s) from an Analysis of Contextual Uses." Also included is "Recommended References on Vocabulary Development." (WR)

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Teaching Strategies & Exercises for Vocabulary Development

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1. Etymological Approach

Look up and study the history and derivations of the following words: sincere, sarcastic, bandbox, andiron. Word etymologies are found between the brackets following a word in the dictionary. See the example below:

> Sincere - [L. Sine - without, caries-decay, rotteness; without + base of caries; hence, orig., undecayed] 1. Without deceit 2. Not mixed or adulterated.

2. Wide Reading

(A) "Note the meaning of the following words in your readings: . . . "

(B) "How many new adjectives can you find in this short story?"

(C) "Be conscious of new and stimulating words in your reading. Make a record of those words which are of greatest interest to you.

3. Prepared Word List

Lists of words are taken from various tests, courses of study, glossaries, etc. Students are directed to study a small number each night. There are frequent quizzes.

4. Word Derivation Method

(A) Identify the parts of the following word and show how its meaning is derived. impugn - v.t. - [L. in-, on, against, and pugnare, to fight] to fight against, to oppose; call in question. Syn. - deny

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(B) Contrast impugn with impunity.

impunity - N. - [Fr. in - without + poena, punishment] freedom from punishment. Syn. - exemption.

5a Contextual Methods for Familiar Words

Try to write a defintion of the new implied meanings of the familiar underlines words from Silas Marner.

"... there might be seen, in districts far away among the lanes, or deep in the bosom of the hills, certain pallid, undersized men who, by the side of the brawny country-folk, looked like the remnants of a disenherited race."

"Even people whose lives have been made various by learning ..."

5b. Contextual Methods for Unfamiliar Words

Study the context in which the underlined word appears. Can you suggest its meaning? Try to inject an appropriate synonym.

"It is difficult to imagine a surfeit of talent in one individual, yet Leonard Bernstein simply does not have time to make complete use of his talents as conductor, performer, writer and lecturer."

6. Theme Studies

(A) Thought themes: How to talk about various speech habits. Note the similarities and differences in meaning of the following:

taciturn	verbose
laconic	voluble
inarticulate	cogent
garrulous	vociferous

(B) The class explores a common content theme. Readings and ideas are explored extensively and in depth. An appropriate vocabulary (technical) is developed. Examples of themes:

"What We Learn From Our Families"; "Politcal Revolution"; "The Role of Light in Sustaining Life."

7. Content Class Strategy

The teacher introduces those words which are most significantly related to the concepts to be developed in the days lesson and/or in a reading assignment. A discussion of their meaning(s) is developed from the students past experiences with those and related words. By examing the context and the ideas in which the words are found, the class attempts to verify or modify its impressions of a words possible meaning(s). A final check with a dictionary is good practice.

8. Teacher Teaming

Teachers of several different subjects develop a common vocabulary list. Common usage of these words is expected in the classroom. The children are encouraged to use them in class discussions and in their writing.

Examples: reify, nebulous, sagacious

9. Dictionary Method

Each time a pertinent word (as judged by the teacher) is encountered, the class analyzes the dictionary definition(s) and the contexts in which the word appears. They jointly attempt to deduce the common element(s) of meaning.

The same procedure is followed in small groups with students submitting words from their reading, etc.

10. Word Manipulation

Word manipulation exercises can accompany study guides, preceede or follow class discussions, be given for homework (depending upon the exercise), or can be used regularly as part of English class, in study hall, or for groupwork.

Word Exercises (Samples)

(A) 1. The queue was orderly and unusually straight. Normally when many people gather to buy movie tickets, they push and shove...

a) waiting line b) dock c) geometric figure d) entrance

(a) 2. There are many criteria that must be considered ...

(B) Word Associations (analogies)

quickly: slowly - strenuously: _____

(choices may be offered)

(C) Categorization of Words

Negro	red	nigger	knife
house	patriotism	pours	Hitler
door knob	you	Balogna	fence
dove	me	stove	home
A Mainly Denotative	B Connotative	C Highly Connotative	

(d) Recognizing Common Elements:

Circle thw word in each list of four words that does not belong. Then on the line above each group of words, write the word or phrase that tells the category to which the other three words belong.

The first one is done for you.

1. Fakers	2. _____
charlatan	overbearing
quack	arrogant
doctor	snooty
imposter	corpulent

(E) From Context and Class Development

When the charter of the Second National Bank expired in 1836, the bank went out of existence.

a. retire b. run away c. receive money from d. withdraw

(F) Finding difference in Similar Words

Study your dictionary to find the distinctive feature of each of the following words:

Secede:

resign:

retire:

(G) Getting at the common Element(s) from an Analysis of Contextual uses

Examine each of these typical usages. Determine the various meanings of the underlined word suggested by the examples given and then write a definition for that word as it might appear in a dictionary. Remember that a synonym alone probably will not clarify meaning.

> panic: the boy fleeing in panic on Halloween night the Panic of 1847; he panicked at the thought of all he head to do; the comedian panicked his audience with his funny jokes.

Panic: _____

_____

_____

(H) Directions: A paragraph is given below. Some of the words of the paragraph have been replaced by blanks. From the list of words which follows the paragraph select the word or phrase which best fills each blank.

In the first half of the 1800's democracy spread throughout the United States. When South Carolina _____ the tariff law of 1832 and threatened to _____ from the United States, President Jackson reacted firmly. Finally, a _____ tariff was agreed upon by both sides. Jackson distrusted the second National Bank and was determined to destroy it. When the bank's charter

_____ in 1836 the battle was won and the bank ceased to exist. Elections became more democratic during this period. In early times, the members of Congress nominated the candidates for the Presidency. By 1840, these candidates were selected by the parties at meetings called _____. At the same time, _____ sought to improve conditions throughout the country. _____ insisted that slavery be done away with; _____ were formed to teach people the evils of alcohol; opportunities for education were expanded. The prosperity of the period ended finally in the _____ of 1837.

tariff	secede	temperance societies
Panic	reformers	compromise
nullified	expired	abolitionists
seminaries	conventions	speculators

(NOTE: This could readily be an exercise assigned to individuals. The group structure would provide the opportunity for poor readers to benefit from the oral reading of the paragraph by better readers.)

(I) Word Puzzle

Directions: To solve the following puzzle look at the definitions below. Think of a word which fits a defintion and has the same number of spaces provided in the corresponding line. It also must have an i in it in the same position that it has in the line. Write the word on the line. Do this for each definition. The first one is done for you.

1. i _ _ _ _ _ _ _ _ _ _ _
2. _ i _ _ _ _ _ _ _ _ _
3. _ _ i _ _ _ _ _
4. _ _ _ i _ _ _ _ _ _
5. _ _ _ _ _ i _ _ _ _
6. _ _ _ _ _ _ i _ _ _ _ _ _ _ _ _ _ _ _
7. _ _ _ _ _ _ _ _ i _ _ _
8. _ _ _ _ _ _ _ _ _ i _ _
9. _ _ _ _ _ _ _ _ _ _ i _ _ _

1. covering an electric wire with a nonconductor
2. a unit of frequency, equal to 1000 cycles
3. measure of gravitational pull on a body
4. an instrument used to measure altitude
5. a light silver-white metal
6. the force which tends to draw a body away from the point around which it is revolving (two words)
7. an object revolving about another larger object in space
8. operated by air pressure

(J) Directions: Twenty-five words are listed below. Among them are three words that are compound words and seven that have homonyms. You are to identify these ten words, write them in the spaces provided, and then alphabetize the original word list. Write the homonyms along with the words that have the homonyms.

COMPOUND WORDS

1. _____ 2. _____ 3. _____

HOMONYMS

1. _____ 4. _____ 6. _____

2. _____ 5. _____ 7. _____

3. _____

1. fulcrum
2. combustion
3. eye
4. horsepower
5. reflection
6. dew
7. pressure
8. compression
9. wood
10. infection
11. airplane
12. refraction
13. sound
14. carburetor
15. veins
16. bacteria
17. hail
18. argon
19. earthquake
20. energy
21. steel
22. cell
23. microscope
24. compounds
25. proteins

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